

A PROPOSED PLAN OF PHYSICAL EDUCATION
FOR THE INDIANOLA JUNIOR HIGH SCHOOL

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CHAPTER I

INTRODUCTION

I. STATEMENT OF THE PROBLEM

This study has been prepared with the purpose in mind of outlining a program that would be most useful to those connected with the physical education program in the Indianola Junior High School.

The writer, as junior high athletic director, has found that, due to increased enrollment and poor facilities, the Indianola Junior High School is inadequate in providing a sound physical education program for its students. A new high school is being constructed upon the completion of which the junior high will move to the present high school building. This will provide an opportunity to establish a program meeting the needs of all students.

II. JUSTIFICATION OF THE PROBLEM

Physical education has had a difficult time in being accepted as an integral part of the educational curriculum. In justifying a physical education program, one must understand the purpose of education in the United States. John Dewey defined education as "the reconstruction of events which compose the lives of individuals so that new happenings

and new events become more purposeful and more meaningful."¹

Furthermore, through education, individuals will be better able to regulate the direction of ensuing experiences. According to Dewey's interpretation, education is a "doing" phenomenon and consists of everything we do from birth until death. Education occurs in the library, playground, home, gymnasium, on trips, in church, as well as in the classrooms, or in any other place where people congregate. Physical education has a very definite place in education, since many experiences of educational value can be gained in a well planned program.

III. PLAN OF ANALYSIS AND SUMMARIZATION

Much information has been written concerning the development of a good physical education program. The writer has attempted in the following pages to relate this information gained from books, periodicals, graduate projects, and other sources to his own situation; and developed criteria for the construction of a junior high school physical education program. Using these criteria, he will then develop the program for the Indianola Junior High School in accordance with its needs and facilities.

¹John Dewey, Democracy and Education (New York: The Macmillan Company, 1929), pp. 89-90.

IV. SURVEY OF GENERAL EDUCATION LITERATURE

In order to set up a sound physical education program, one must study the background of both general and physical education. Thus, the purpose of this review was to first gain an understanding of the early adolescent, the age group involved, and second a knowledge of the history of the junior high school, its organization, its problems, and its present day functions and trends.

Needs of youth.

Few schools have yet recognized that their central function is that of helping young life grow into mental, emotional, and social maturity. This recognition must come as our next great educational adventure. Everywhere there are signs that the new imperative is being heeded. The curriculum becomes the very stream of dynamic activities that constitute the life of the young people and their elders.¹

The facts of human growth and development provide the base upon which tomorrow's junior high school is being constructed. Unless the work and activities of the schools are planned to meet those needs and to satisfy those drives, the junior high school's survival remains doubtful.²

Gertrude Noar established the following categories as the basic needs of youth as they strive to lead emotionally comfortable lives and make normal progress toward maturity:

¹H. A. Overstreet, The Mature Mind (New York: W. W. Norton and Company, 1949), p. 259.

²Gertrude Noar, The Junior High School--Today and Tomorrow (New York: Prentice Hall, Incorporated, 1953), p. 29.

1. The need for affection and security, which creates feelings of being wanted and a sense of belongingness.
2. The need for recognition and reward.
3. The need for achievement and success, which help to create feelings of adequacy.
4. The need for fun and adventure.¹

The need for affection involves the needs for attention, the need for understanding, and the need to be accepted on a basis of personal worth. Many teachers are appointed on their ability to receive high scores on examinations or to pass certain courses successfully in college. A knowledge of human beings or personal feelings for children might be completely disregarded. "They themselves were taught by mass instruction techniques and were themselves expected to use these methods until recent years."²

The demand for security involves the need for freedom from fear and guilt. This reduces frustration in the learning processes, and social and personal adjustment. In many schools, the experiences create anxiety and fear and develop feelings of inadequacy through failure. "Studies show that it is easier for most teachers to reward children who are like themselves--the middle and upper class children."³

¹Ibid., p. 31.

²Joseph S. Butterweek, "Core Curriculum," The Ideal School and Society, (October 4, 1952), 213-215.

³Stephen Abrahamson, "School Rewards and Social Class Status," Educational Research Bulletin, (January 16, 1952).

The demand for recognition, reward, and achievement involves the need for praise and success and is necessary for growth.

Large numbers of gifted students are never recognized in the public schools of America. The potentialities of many are underdeveloped because of lack of experience and the emotional blocks they suffer both in and outside of school.¹

The demand for new experience, for fun, and for adventure involves the need for recreation, for contact with things and ideas that are beautiful, for the use of new powers of mind and body, and for employment of the developing ability to use ethical and moral judgements and values.²

Characteristics of the early adolescent. Providing for the needs of youth does not necessarily insure success for each individual student. Alice V. Keliher pointed out that the disintegrative forces reach their peak in seventh grade. At 13½ years of age, 60% of the boys have not reached puberty, 33% are in the puberty cycle, 7% have reached physical maturity, whereas only 15% of the girls have not reached puberty, 35% are in the puberty cycle, and 50% have reached physical maturity. These differences in physical development mean that the typical seventh grade is made up of individuals with widely varying interests, attitudes, perceptions, and needs.³

¹Warner, Havighurst, and Loeb, Who Shall Be Educated (New York: Harper and Brothers, 1944), p. 35.

²Mary Beauchamp, "Do We Know What We Are Doing," Childhood Education, (October, 1952), 34.

³A. V. Keliher, Life and Growth (New York: D. Appleton-Century, 1938), p. 185.

The social group that develops during early adolescence is the clique. William E. Martin and Celia Burns Stendler defined a clique as follows:

A group of relatively few individuals, sometimes of both sexes, characterized largely by exclusiveness and instability. It usually doesn't appear until adolescence and consists of a subgroup in a larger group. The non-conformity of the early adolescent is overshadowed by the insistence of conformity exacted by the peer groups contained in the clique.¹

Few things worry an adolescent more than being different. The following statement by Arthur T. Jersilk well described the feelings of the early adolescent:

If a child is fat, he is miserable; if he is skinny, he is sad. If he is tall for his years, he staggers under the responsibilities that fall upon him; if he is short, life is a bitter pill. The woe that goes with a big bosom is equalled only by the misery that comes with a flat chest.²

A distinctive trait characteristic of the junior high age is insecurity. Although they may try to look, talk, and act like adults, they are unsure of themselves. Much of their nonconformity and attention-seeking behavior is a product of their own feelings of inferiority. Caroline Tryon investigated personality traits admired by some 320 boys and girls when they were 12 and 13 years old. They thought

¹W. E. Martin and C. B. Stendler, Child Development (New York: Harcourt, Brace, 1953), pp. 455-456.

²Arthur T. Jersilk, Child Psychology (New York: Prentice Hall, 1947), p. 153.

more favorably of being boisterous, aggressive and untidy than they did of being quiet, submissive, and too clean.¹ "It is easy to see why adolescents need nine or more hours of sleep and equally easy to see why, in the light of their emotional and intellectual needs, they oppose any such requirement."²

Organization of the junior high school. The junior high school was created in the early 1900's for important reasons. Educators believed many persistent educational problems could be solved by this separation between the lower and upper schools. First, many drop-outs were recorded at the end of grades six and eight. Second, children had difficulty in adjusting to the transfer from the elementary to the high school. They found adjustment to the complete and abrupt change of the high school from the security of the elementary school very difficult. Third, the inability of the elementary schools to handle the increased enrollment brought a need for new schools. Due to the changes of the students in the seventh, eighth, and ninth grades, these schools were planned with the emotional and social as well as the edu-

¹C. M. Tryon, "The Adolescent Peer Culture," Forty-Third Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1944), pp. 227-38.

²Gertrude Wilson and Gladys Ryland, Social Group Work Practice (Boston: Houghton Mifflin, 1949), p. 107.

cational needs of the group in mind.¹

Objections to the junior high school. In the early 1920's, many objections were raised to the proposal of establishing a separate system to provide a break between elementary and secondary schools. Thomas H. Briggs, who was the Professor of education at Columbia at this time, compiled these objections based upon a comprehensive review of educational magazines, on notes recorded after many visits and conversations with educators, and on reports from numerous correspondents:

1. The junior high school program is indefinite.
2. Criticisms are, for the most part, of defects that can be remedied in the present program.
3. State laws make the establishment of junior high schools difficult, if not impossible.
4. There is a lack of suitable text books.
5. There is a lack of suitable teachers.
6. There is a lack of proper buildings and equipment.
7. There is much opposition from elementary school principals and teachers who feel slighted by not being taken into the junior high school.
8. Departmental teaching is bad for pupils of the immaturity found in junior high school.
9. The junior high school will cause two gaps in the school system rather than one.
10. The segregation of pupils of early adolescence is undesirable.
11. The junior high school will cost more.
12. Differentiated curricula should not be offered until pupils have completed 8 years of work acquiring the tools of education.
13. The junior high school may make against democracy.²

¹Noar, op. cit., p. 3.

²Thomas H. Briggs, The Junior High School (Boston, New York, Chicago: Houghton Mifflin Company, 1920), pp. 73-85.

Functions and purposes of the junior high school. The functions and purposes of the junior high school have not changed to any great extent since its beginning. Following an extensive study, Gruhn and Douglass constructed a list of functions for the junior high school in the middle 1940's. They believed the junior high school was expected to perform these functions:

1. Integration
2. Exploration
3. Guidance
4. Differentiation
5. Socialization
6. Articulation¹

Integration has three meanings. It now refers to the building of a unified program from the seventh through the ninth year. The modern school has replaced the program which offered little more than an elementary school experience in the seventh and eighth grades and a senior high school curriculum in the ninth grade. A common philosophy now permits the faculty to build a three year curriculum within which fundamental concepts can be established, habits of thought and action can be made secure, and developmental processes can be consolidated. In other words, the school becomes an integrated unit.

Integration of learnings is a second part of the concept. To accomplish this, the modern school is replacing the completely departmentalized program with one which permits a block of time within which units of work cut across subject matter lines. Here pupils have the chance to explore more fully the social and civic world and to get at the meanings of life in our democratic society.

Integration of personality is a third aspect of the concept. It has become one of the most significant outcomes for which the

¹William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press, 1947), pp. 55-60.

modern school strives. Its accomplishment can be expected to a greater degree when the program centers attention on the factors which produce personality adjustment and mental health. These are fundamental in the modern junior high school.¹

Exploration was the objective that administrators hoped to achieve when they organized the so-called extra-curricular club program which they added at the end of the day. An exploratory program can also be conducted where electives, such as shop for the boys and home economics for the girls, are offered.²

Educational and vocational guidance programs are essential in today's junior high school. Guidance has long been recognized as a critical need of adolescent boys and girls. One of the reasons for creating the junior high school was to meet that need. "A block of time must be provided within the day during which the teacher's first responsibility is to do whatever makes it possible for him to get to know his students."³

Differentiation has to do with meeting individual needs and providing for individual differences and abilities. For many years, the homogeneous classes have been established, which makes it possible to separate the gifted from the retarded. However, this method has not produced the desired results. In the modern junior high school,

¹Noar, op. cit., p. 5.

²Ibid.

³Educational Policies Commission, Education for All American Youth (Washington, D. C.: NEA, 1944).

differentiation is recognized as a function of the classroom. Group work, where appropriate tasks are assigned according to an individual's capacities and potentialities, produce more desired results.¹

Socialization means helping the child to accomplish his personal adjustment to himself and to the peer group. Traditional social studies programs, in which emphasis is placed on factual learning of history, geography, and civics, are being replaced by programs in which the students learn the principles and processes of democracy. Learning how to change behavior patterns and how to develop the characteristics which people need for effective, generous, and abundant living in a democratic society are major objectives in the modern junior high school.²

Articulation, in the past, was concerned primarily with the adjustment of pupils as they moved into the junior high school and with getting them ready to move into the senior high school or to work. The seventh and eighth grades were made to resemble the elementary program and the ninth grade was similar to and taught like senior high school subjects. Most programs today give experiences from kindergarten through twelfth grade which help the students to accept themselves, their peers, adults, authority, and the conditions of life in today's world. Under this program, few students have trouble in

¹Noar, op. cit., p. 19.

²Ibid., p. 20.

adjusting to a new school, its size, and its faculty.¹

There are many good schools across the United States that are working hard to develop the kind of program required to accomplish desirable goals. According to a survey reported in 1952, however, the large majority of junior high schools are lagging behind, operating pretty much as they did in the beginning.²

Trends in the functions of the modern junior high school. In examining the early history and background of the junior high school, the writer found that particular attention was given to the needs of boys and girls during early adolescence. This thinking has been predominant in the minds of educators up to the present time. The functions accepted for the junior high school were quite well recognized by the 1920's. Although various statements of functions have been formulated since that time, they continue to express practically the same basic point of view as the earlier ones. There have been some changes in the thinking on the functions of the junior high school, but they have been largely changes in interpretation, emphasis, and methods of putting them into effect.

Although integration was generally accepted as a function of the

¹Ibid., p. 21.

²Lester Beals, "The Junior High School--Past and Present," Bulletin of the National Association of Secondary School Principals (Washington, D. C.: January, 1952), p. 24.

junior high school by the 1920's, it is only recently that significant progress has been made toward implementing it. The correlation between subjects which took place was largely incidental rather than a basic part of the planning by teachers in related subject areas. In recent years, however, the departmentalization of subjects has been modified in the junior high school by combining subjects in closely related areas and teaching them as single courses. More and more attention has been given to a reorganization of the curriculum so that pupils may see the natural relationship that exists between the skills, knowledge, and understandings which are taught in the various subjects and courses.¹

Another significant development in integration has been a new approach to the unit teaching method. At first, the unit was largely subject matter. Later, in the 1930's, the activity unit received more attention. The latest development in unit teaching is the experience-centered unit. The emphasis of this unit, usually cooperatively chosen and planned in the classroom, is on pupil needs and growth. The unit is planned around a question or problem. The problem is solved by the use of previous learning experiences of pupils and the setting up of learning activities by teachers and pupils.²

¹Gruhn and Douglass, op. cit., pp. 94-95.

²Noar, op. cit., p. 311.

The theory on exploration has also changed considerably.

Although exploration was one of the early functions of the junior high school, today it is emphasized in such a way as to include a much broader meaning. In the modern junior high school, much more time and many more direct experiences are being provided through which the children are getting to know far more about the working world, job opportunities, the social order, and themselves.

Ways have been found in modern schools to give both boys and girls many significant experiences in practical arts, and to do this every term and in mixed classes. There the children have full opportunity to explore these fields, to find the connection between them and problems of human relations, to apply this new knowledge to the betterment of family life, and to discover many new leisure time activities. The experiences in the shops, kitchens, and living rooms also make a significant contribution to mental health and the development of balanced personalities.¹

Guidance, like exploration, has been in the junior high school a long time. However, like exploration, guidance has a much broader concept today than in the past. Instead of guidance being confined to helping pupils with educational and vocational problems only, it is now concerned with the decisions and adjustments that pupils are forced to make in a broad number of areas. It is concerned with problems of emotional stability and adjustment, social relationships among pupils, moral problems of youth, the development of poise and good taste in

¹Ibid., p. 6.

social situations, and numerous other problems which have grown out of the recent emphasis on the education of the "whole child."¹

In the 1920's, homogeneous grouping seemed to be the remedy for all the difficulties in meeting individual differences among the pupils in the junior high school and achieving the function of differentiation. By placing pupils of equal ability in the class, a teacher could adapt the content and method of instruction to meet the needs and abilities of the group. It became evident, however, that homogeneous grouping was not the only answer to meeting the individual pupil's needs, interests, and abilities. Methods of teaching seemed to be the most appropriate means of achieving these goals. Today, differentiation is accomplished, in part, by group work in which assignment of appropriate tasks stretches the capacities and potentialities of the individual according to his needs.²

Socialization in the modern junior high school continues to emphasize provision of a program in which the student develops the ability to live and work democratically, to respect the worth and dignity and the contributions of everyone, to know the way of making life better for one's self and one's associates, in order to create good human relations.

¹Gruhn and Douglass, op. cit., p. 54.

²Noar, op. cit., p. 19.

This function of socialization is carried out in two ways. First, democratic classroom programs which include such activities as pupil participation in planning, large group discussions, skits and dramatizations, field trips and excursions give the students an opportunity to participate successfully.¹

Second, extraclass activities which are carried on under the direction of the school but are not a part of the regularly organized classroom program provide learning experiences important to the child's growth.²

The articulation function was emphasized more in the junior high school than any other function. In the modern junior high school, the former programatic devices of articulation have been replaced by the development of plans which enable teachers to meet for exchange of information about children. These workshops enable teachers to develop a common philosophy.³

V. SURVEY OF PHYSICAL EDUCATION LITERATURE

The purpose of this section of the report is to first define

¹Ibid., p. 21.

²Gruhn and Douglass, op. cit., p. 346.

³Noar, op. cit., p. 21.

physical education; second, to gain a knowledge of the history of physical education; and third, to give a description of the present day physical education program, its activities and its problems.

Definition of physical education.

Physical education is that part of education which proceeds by means of, or predominantly through, physical activity; it is not some separate, partially related field. This significant means of education furnishes one angle of approach in educating the entire individual, who is composed of many component, interrelated functional units, rather than of several distinctly compartmentalized faculties. The physical, mental, and social aspects must all be considered together. Physical education, when well taught, can contribute more to the goals of general education than can any other school subject.¹

In understanding this statement, one can appreciate that physical education is not a frill or an ornament which has been included in the school's curriculum. Physical education is playing a very important part in achieving the objectives of general education. In 1918, the National Educational Association set forth its Cardinal Principles of Secondary Education as Health, Command of the Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy Use of Leisure, and Ethical Character.²

¹Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Incorporated, 1949), p. 14.

²Bureau of Education Bulletin, Number 35, 1918.

History of physical education. Unfortunately, physical education has not been fully understood or appreciated. Because the colonial schools of America, as in Europe, were influenced greatly by religious ideals, the influence of physical education was not felt in schools until the 19th century. During the last half of the 19th century, the formal gymnastic system, which had been present in Europe, began to affect physical education in America. This system brought to the American schools a means for correcting physical weakness and defects in the children.¹

Although the formal physical education programs played a major role in the schools during the last half of the 19th century, a new attitude toward physical education was taking place. There became a desire for recreation, organized field sports, college athletics, and a changing philosophy toward the traditional formal program. By the end of the 19th century, physical educators realized that the militaristic and formal European programs were not correct for a democracy.²

With the beginning of the 20th century, many physical education leaders attempted to break from tradition. In effect, the program of formal gymnastics, apparatus work, and therapeutic exercises, mainly

¹Emmett A. Rice and John L. Hutchinson, A Brief History of Physical Education (New York: A. A. Barnes and Company, 1952), p. 200.

²Ibid., p. 201.

based on the medical, was being redirected toward a less formal program of sports and games which was considered by proponents as a method of education.¹

The enactment of state legislation for required physical education also was beneficial to those who were interested in revitalizing the program of activities already present in school curriculums. This was slow in developing. In 1917, only 4 states required physical education in public schools; but by 1919, 18 states had the requirement. The large proportion of rejections for military service during World War I motivated many states to this action. By 1923, 32 states had taken similar action; by 1935, 38 states; and by 1949, 44 states.²

The present day physical education program. The new emphasis toward sports and games did not eliminate all of the old program. Formal exercises and apparatus activities still remain in many schools. However, many activities have been initiated far beyond these. Any individual, dual, combative, group, or team game may occur as one of the activities offered by some physical education departments. Dancing has also been included with rhythmic, modern, tap, social, folk, and square dancing being the most popular. The development of certain areas of camping, hiking, winter sports, and many social

¹Ibid.

²Ibid., p. 202.

affairs fall under the jurisdiction of some physical education programs.¹

The physical education program in the fullest represents many areas. First, the required program for all students is the foundation. Second, for those who need rehabilitation, either because of temporary or permanent incapacity, the corrective program is provided. Third, the voluntary program, which usually includes intramural and interschool activities, is offered to those who wish to participate. Fourth, the health education program in schools is usually a physical education responsibility. Fifth, the physical education department may be required to assume charge of various other services; instruction in first aid, camping, recreation, and driver education.²

Problems that shaped physical education. The modern physical education program has not developed by accident. Many problems and changes have taken place in our rapidly developing country. J. F. Williams stated that all forms of education reflect the influence of economic, social, and political forces and, in some respects, physical education has been more swayed than others. In his book, Principles of Physical Education, he offered the following list as a summary of the basic problems shaping physical education in the United States.

1. A theory of physical education should examine the economic, social, and political forces in a nation.
2. Physical education has been influenced by the changes incident to a rapid industrialization of society.
3. Since physical education is concerned with national vitality, such problems as immigration, alien unfitness, child labor, and women in industry are properly of profound interest to it, although it has no technic for their solution.

¹Ibid., p. 203.

²Ibid., pp. 203-204.

4. The swing of population to the cities increases the need for more play spaces, for maintenance of vigor in people, and for the teaching of functional, recreational skills.
5. The hazards of the sedentary life require that young persons should learn activities which they will enjoy and continue to use after school days.
6. An industrial society produces more leisure but not necessarily more social good. The use of leisure presents a challenge to physical education.
7. Intelligent planning by physical education to meet the hazards produced by the influences of economic forces in society will center attention upon vigorous activities such as games and sports of the combat and contact type and will foster skills and interests for recreation.
8. Physical education is modern when it reflects the dominant ideas, customs, and traits of American life.
9. The social ideals of our democracy demand that physical education should be joyous, expressive, and developmental of the whole person.
10. The pioneer spirit persists and requires a vigorous, adventurous physical education.
11. The American reaction to rhythm emphasizes the need for dance in programs.
12. Physical education should teach activities which function in life. This is the practical test of a practical world.
13. Authority and tradition are to be checked by the facts of science.
14. The social ideas of an older age are antagonistic to physical education. Old moralistic concepts, the fear of play, and the Puritan tradition must be combated by promoting better living of the whole person than was possible under the reign of their ideas.
15. The academic mind is a remnant of an older culture. Physical education must prepare to expound an education of the whole man.
16. Political influences have always been powerful forces in shaping education, and particularly physical education in relation to war, military drill, and mass exercises. Whenever there is great centralization of political power and a disposition to regiment the people, then the technics of physical education will be employed in drill, formal discipline, and response commands.
17. The Federal Government has greatly extended its influence in education and in recreation. The public school has failed to meet many social needs. The extended influence of the

Federal Government will continue unless schools and communities recast their notions of the function of the school in modern society.

18. Recreation, like education, is a function of the state and not the Federal Government.¹

Summary. The survey of literature just completed was prepared for the purpose of giving a basic background of physical education in the United States. The writer followed it through the various trends for the purpose of attaining a knowledge and understanding of the conditions and problems which have shaped the present day physical education program.

In summarizing this survey of literature, the writer has chosen for reference the "Ten Imperative Needs of Junior High School Youth," as developed by the California Committee of the National Association of Secondary School Principals. These needs must be provided for in formulating a satisfactory program for the junior high school.

1. All junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.
2. All junior high school youth need to develop and maintain abundant physical and mental health.
3. All junior high school youth need to be participating citizens of their school and community, with increasing orientation to adult citizenship.
4. All junior high school youth need experiences and understandings, appropriate to their age and development, which are the foundation of successful home and family life.

¹Jesse Feiring Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders Company, 1948), pp. 217-219.

5. All junior high school youth need to develop a sense of the value of material things and the rights of ownership.
6. All junior high school youth need to learn about the natural and physical environment and its effects on life, and to have opportunities for using the scientific approach in the solution of problems.
7. All junior high school youth need the enriched living which comes from appreciation of and expression in the arts and from experiencing the beauty and wonder of the world around them.
8. All junior high school youth need to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relationships, or to both.
9. All junior high school youth need experiences in group living which contribute to personality and character development; they need to develop respect for other persons and their rights and to grow in ethical insights.
10. All junior high school youth need to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.¹

¹M. E. Herriot, "Organizing the Junior High School," The Bulletin of the National Association of Secondary-School Principals, XXXV (December, 1951), pp. 14-19.

CHAPTER II

ORGANIZING THE PROPOSED PHYSICAL EDUCATION PROGRAM

Before setting up a proposed physical education program, the writer felt it necessary to study the present physical education program in his school by determining strengths and weaknesses. Then, criteria for construction of a junior high school program were set up. These criteria included aims, objectives, purposes, and principles of a sound physical education program. Following this, four sample physical education programs were studied and presented in order to give an understanding of the types of programs suggested for the junior high school. These were the purposes of this chapter.

1. STUDY OF THE PRESENT PHYSICAL EDUCATION PROGRAM

In preparing a well-rounded physical education program, four areas must be considered. They are the service, intramural, inter-scholastic, and health programs. Each phase is important. No physical education system is complete without a well developed and co-ordinated program in each of these areas.

In the past, Indianola has not met these requirements of a sound physical education program. Facilities are not adequate for the continually increasing enrollment. In the fall of 1955, 118 boys were enrolled in grades seven, eight, and nine. By the fall of 1961, this enrollment

had increased to 291 boys. The program has also been limited due to the fact that the junior high school has no gym. Thus, the junior high school and the senior high school share the same facilities and personnel employed by the Indianola Community Schools.

Physical education classes for the junior high school are now held twice a week for one hour. This is not adequate to carry out a good program. Irwin states that every boy should have one hour of activity per day.¹ This would be an ideal situation but is not practical in the Indianola school, since the classes would have to be large and the purposes of the desired activities could not be accomplished with such a large group.

Present activities of the physical education classes are as follows:

<u>Fall:</u>	touch football soccer cross country physical fitness test
<u>Winter:</u>	games and relays basketball tumbling trampoline volleyball indoor baseball
<u>Spring:</u>	track and field softball

¹Leslie W. Irwin, The Curriculum in Health and Physical Education (Saint Louis: The C. V. Mosby Company, 1951), p. 122.

In view of the facilities, the service program is well planned and organized; however, the program could be enlarged by the use of local facilities. Recently, a municipal swimming pool has been constructed. A bowling alley with eight lanes is now available for use. A nine hole golf course is also present. A working agreement with the managers of these facilities would improve the physical education program and contribute to the development of specific skills in these areas as well as provide carry over skills which could be used in later life.

A final factor that has created a problem has been the lack of educationally sound methods of curriculum construction. The junior high school program has been secondary with little thought given to the construction of a program specifically designed for this age group. The students use the equipment and facilities and have the instructors provided by the senior high school.

Until 1960-61, there was no intramural program in the junior high school, but increased enrollment had made it both possible and desirable. Basketball was provided, on an intramural basis, for those who did not participate in the interscholastic program. An intramural program, including more sports, would be a major step in providing an adequate program of physical education.

Interscholastic competition has been present in the Indianola Junior High School for ten years. Although it is not fully accepted as being necessary by all educators, it is part of the total physical

education program. In the present program, there are four games of football for eighth grade, eight games of basketball for both seventh and eighth grades, and four track meets for the combined seventh and eighth grade. Because of the large number of boys, interscholastic football for the seventh grade has been eliminated and replaced by a round robin flag football schedule.

A health instruction program twice a week was carried out up to 1960-61. This was replaced by a science course. Since that time, health instruction has been incidental in the physical education classes. This provides neither time nor instruction for an adequate health program.

In the past few years, the local people have seen the need for more recreational facilities and responded well in meeting this need. They have provided an ample number of recreational areas to correspond with the physical education program of the school. Below is a list of the facilities available in Indianola:

<u>School</u>	<u>Community</u>
2 football fields	1 swimming pool
1 baseball field	1 golf course
2 softball fields	8 bowling lanes
1 track	1 trampoline center
3 tennis courts	2 little league fields
2 outdoor basketball courts	1 pony league field
3 gymnasiums	Lake Aquahbi
	boating
	swimming
	fishing

By studying the problems discussed in the previous pages and incorporating suggestions and ideas from other sources, the writer has formulated a program which is practical for the present time and will provide ideas for the future. The junior high school has three men with health and physical education majors. This would provide an adequate staff for an excellent physical education program. All shortcomings of the program cannot be solved immediately; many activities will be incorporated into the program as the need for them is seen.

II. CRITERIA FOR THE CONSTRUCTION OF A JUNIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAM

Physical education in junior high school should make a significant contribution to the development of the total personality of the child. Through participation in the sports, games, and dances of the people, not only are organic growth and psychological development enhanced, but contributions are also made to an understanding of the prevailing social and political culture. The teacher of physical education views the gymnasium, playing fields, and swimming pool as laboratories for human development, and he plans and conducts the physical education program accordingly. He sees the potentialities of physical education as transcending the bounds of "the physical" and bearing in an important way upon the total cultural development of the child. He renounces the cult of the physical alone as readily as he does that of the intellect alone because he realizes that each has an important bearing on the other.¹

¹William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1956), p. 73.

Aims and Objectives. To construct a program of physical education which reflects the foregoing point of view requires considerable thought. First, a broad outlook on physical education must be established. This outlook can best be presented by the list of aims and objectives prepared by Voltmer and Esslinger in their book The Organization and Administration of Physical Education.

1. Those most worthy of general pursuit:
 - a. Skills and Abilities Aim.
 - Development of psychomotor skills.
 - Development of proper co-ordination of special senses with body movement.
 - Development of natural, racial activities.
 - Development of general bodily control.
 - Development of skills common to America generally, and to one's own locality particularly.
 - b. Cultural Aim.
 - Preparation for leisure time.
 - Improvement of morale through improving body.
 - c. Mental Hygiene Aim
 - Eliminating or diminishing worry, through developing appropriate interests in physical activity.
 - Increasing general neural vigor.
 - d. Desirable Habits Aim
 - Establishment of a schedule of daily activities that fits one's own being.
 - Acquiring the habit of spending a portion of one's leisure time in enjoyable physical activity.
2. Those less worthy of general pursuit:
 - a. Purely Physical Aim.
 - To assist in the development of endurance sufficient to meet the needs of the stress of life and a little bit more.
 - To assist in developing strength enough to do normal life tasks without undue strain.
 - b. Personality Aim.
 - Attainment of sportsmanship.
 - Attainment of leadership.
 - Attainment of positive active qualities.
 - Attainment of positive mental qualities.

- Attainment of self control.
- Attainment of social co-operation.
- Attainment of qualities of efficiency.
- Attainment of sociability.
- c. Prestige Aim.
 - Promotion of school spirit.
- d. Applied Knowledge Aim.
 - Attainment of knowledge of proper health procedure, as related to physical exercise.
- e. Desirable Habits Aim.
 - Acquiring the habit of cleanliness.
- 3. Those worthy of only occasional pursuit:
 - a. Purely Physical Aim.
 - To assist in providing for normal growth and development.
 - To assist in developing and maintaining sound and proper functioning.
 - b. Prestige Aim.
 - Presenting interesting performances or shows.
 - Advertising school or institution.
 - c. Applied Knowledge Aim.
 - Attainment of knowledge of rules.
 - Attainment of knowledge of techniques and methods.
 - Attainment of knowledge of first aid.¹

Platform of Physical Education. An aim indicates direction.

It is general in nature. An objective is more precise and definite.

Between the general aims and the precise objectives of physical education arises the need for statement of purposes. These are not general enough to be aims or specific enough to be objectives. In 1931, a special committee of the American Association for Health, Physical Education, and Recreation drew up the following "Ten Cardinal Points in the Platform of Health and Physical Education":

¹Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Incorporated, 1949), pp. 49-50.

1. An adequate health examination and a comprehensive protection program for every school child to include control of communicable diseases, healthful school environment, and hygienic standards in the entire curricular and extra-curricular life of the school.
2. Adequate indoor and outdoor facilities in every school and adequate time in the curriculum.
3. Coordination of community effort in policies, finances, and use of facilities for programs of health, physical education, and recreation.
4. Health and physical education instruction, based upon scientific materials progressively arranged throughout the grades and upper schools, and directed toward personal accomplishment and social ideals.
5. Establishment of procedures for the scientific classification, grading and promotion of individuals to insure the best educative results.
6. Professionally trained and accredited supervisors and teachers for all branches of the health and physical education program, including the coaching of athletic teams.
7. Promotion of the idea of play and recreation as aspects of the finest living.
8. The accreditation of health and physical education in all schools and colleges for graduation and the acceptance of such credits from high school for college entrance.
9. The organization and administration of health and physical education in schools as a single, executive department, closely integrated and thoroughly coordinated with the general purposes of education.
10. Extension of the desirable and practical measures for the promotion of health and physical education among boys and girls in schools to all members of the community, as the broader implications of education are recognized.¹

Judging the Physical Education Program. In order to meet these purposes, one must have a variety of activities in which pupils

¹Committee on Professional Objectives of the American Association for Health, Physical Education, and Recreation, "Ten Cardinal Points in the Platform of Health and Physical Education," Journal of Health, Physical Education, and Recreation, II (February, 1931), 19.

participate. No activities should be included in a program unless they can meet accepted standards. The following principles form an adequate set of standards upon which to judge a physical education program:

Physiological principles.

1. The physical education curriculum should provide ample opportunities for a wide range of movements involving the large muscle groups.
2. The facts related to the growth and development of children should guide in curriculum construction.
3. Provision should be made in the program for the differences in physical capacities and abilities which are found among students.
4. In so far as practicable, outdoor activities should be selected in preference to indoor activities.

Psychological principles.

5. The physical education program should consist predominantly of natural play activities.
6. The activities should be selected in the light of the psychological age characteristics of the child as well as the physiological.
7. The individual differences which exist among students should be considered in the selection of activities.
8. Activities which are valuable in arousing and expressing the emotions should be chosen.
9. In the selection of activities, some provision should be made for progression.
10. In the selection and placement of activities, sufficient time should be provided so that the skills may be learned reasonably well.

Sociological principles.

11. The curriculum should be rich in activities adaptable to use in leisure time.
12. Activities should be selected for their possible contribution to the youth's training for citizenship in democracy.
13. The curriculum should be suited to the ideals of the community as well as to its needs.
14. Activities which are particularly rich in possibilities for indi-

- vidual character training are especially desirable.
15. Activities which reflect the present social order and anticipate future trends should be provided in the program.
 16. All students should be taught activities which can be used at home and in the immediate vicinity of the home.¹

III. FOUR SAMPLE PHYSICAL EDUCATION PROGRAMS

A physical education program meeting all the aspects of the above criteria would be ideal. However, all schools have neither the facilities nor the time and instructors necessary to put into effect all the activities which would fulfill these goals. There is some disagreement as to how broad a physical education program for the junior high school should be. Different activities are presented by different people. Some programs have only the minimum of activities while others present a wide variety. A variety of programs has been presented in the following pages. These programs have been studied to give the writer a cross section of the types of programs suggested for the junior high schools.

The Cleveland, Ohio Public Schools presented the following program in the 1950's:

Seventh Grade: Introduction of simple coordination exercises is made here with emphasis on response, rhythm, and balance, with attention given to group games of low organization, relays, and modified team game skills. Good sportsmanship and desirable

¹Voltmer and Esslinger, op. cit., pp. 73-74.

personality reactions are urged in all activities. Health education emphases are brought into actual practice by regular shower programs, care of the feet, prevention of infections, proper clothing, safety practices, and proper sleeping and eating habits.

Eighth Grade: The program in the eighth grade includes seasonal sports such as basketball, softball, volleyball, track, and non-contact football, with an opportunity to play the game in learning situations where the emphasis is on fundamental skills and rules of play. Elementary tumbling and apparatus are included as are conditioning exercises and command response activities.

Ninth Grade: More advanced skills in games and sports are included here. Tumbling, stunts, and apparatus activities are progressively more challenging to the boys' ability. Motor-ability testing and self-testing activities are given, as well as a proportionate increase in the amount of body-building exercises. Social dancing and co-recreational games are favorably received. Progressive upgrading of all activities is maintained from the seventh through the ninth grade.¹

The Iowa State Department of Public Instruction published this program of physical education for the junior high schools in 1945:

Core Sports Activity Schedule For
Junior High School Boys, by
Grade Level

	VII	VIII	IX
September	Touch	Touch	Touch
October	Football	Football	Football
November	Speedball	Speedball	Speedball
December	Games and Relays	Games and Relays	Volleyball
January	Basketball	Basketball	Basketball
February	Basketball	Basketball	Basketball
March	Tumbling, Stunts, and Pyramids	Tumbling Stunts, and Pyramids	Tumbling Stunts, and Pyramids

¹Cleveland, Ohio Public Schools, What We Teach, 1950, pp. 102-103.

Core Sports Activity Schedule For
Junior High School Boys, by
Grade Level, cont'd.

	VII	VIII	IX
April	Track and Field	Track and Field	Track and Field
May	Softball	Softball	Softball
June	Softball	Softball	Softball ¹

Voltmer and Esslinger offered this practical program of physical education in their book The Organization and Administration of Physical Education:

The Junior High School Curriculum for Boys,

Grade VII

1. Rhythmic Activities--15%
 - Clog and Tap Dances
 - Tap Routine 1, Dixie
 - Social Dancing
2. Team Sports--30%
 - Basketball, soccer, softball
3. Individual Sports--20%
 - Track and Field, Handball, Hiking
4. Gymnastics--15%
 - Tumbling
 - Jump the Wand, Through the Wand, Back Roll to Head Stand,
 - Press Up to Head Stand, Back Spring
 - Apparatus Activities
 - Hand Walk, Hand Jumps, Skin the Cat, Alternate Arm Breast Up
5. Games and Relays--20%
 - Games
 - Master of the Ring, Poison Snake, Horse and Rider, Bull in the Ring, Hit Pin Baseball, Club Snatch

¹State Department of Public Instruction, The Iowa Program of Physical Education for Boys, (Des Moines: The State of Iowa, 1945), p. 17.

Relays

Wheelbarrow Race, Two-Legged Race, Back Support Relay,
Crab Walk Race, Horse and Rider Relay

Grade VIII

1. Rhythmic Activities--15%

Clog and Tap Dances

Drummer Boy, Newsboy Clog, Irish Pig, Liza Jane
Social Dancing

2. Team Sports--30%

Touch Football, Volleyball, Softball

3. Individual Sports--20%

Track and Field, Wrestling, Badminton

4. Gymnastics--15%

Tumbling

Under the Wand, Long Dive, High Dive, Round Off, Forward
Roll Combinations

Apparatus Activities

Squat Vault, Straddle Vault, Thief Vault Mount, Neck Spring,
Single Leg Circles, Leg Scissors

5. Games and Relays--20%

Games

Dead Ball, Box Hockey, Forcing the City Gates, Ring Push,
Human Tug of War, Third Man

Relays

Crooked Man Relay, Drive the Pig, Obstacle Race, Caterpillar
Race, Leap Frog Relay

Grade IX

1. Rhythmic Activities--15%

Clog and Tap Dances

Cheer Leader, On Deck, Sally, There Was an Old Man
Social Dancing

2. Team Sports--35%

Speedball, Basketball, Baseball

3. Individual Sports--20%

Track and Field, Boxing, Tennis

4. Gymnastics--15%

Tumbling

Half Lever, Forearm Stand, Chest Roll Down, Standing Neck
Dive, Double Cartwheel

Apparatus Activities

Shoulder Stand, Shoulder Stand Dismount, Backward Shoulder Roll, Forward Thigh Roll, Forward Kip on End, Kip from Upper Arm Hang

5. Games and Relays--15%

Games

Chinese Wall, Roly Poly, Shuffleboard, Pitch Pebble, Clear the Fort

Relays

Chain Relay, Frog-Jump Relay, Overhead Relay, Goat-Butting Relay, Tunnel Relay, Chariot Race¹

For the schools that have greater resources, such as sufficient funds in their budget, unlimited playing areas, and large numbers which are required for many teams, Leslie W. Irwin, the author of The Curriculum in Health and Physical Education, presents the following activities as a basis for a well-rounded physical education program:

	<u>Time Allotment Per Cent in Grade</u>		
	<u>7</u>	<u>8</u>	<u>9</u>
1. Aquatics	10	10	10
Beginning			
Intermediate			
Advanced			
2. Apparatus	5	5	5
Overhead ladders			
Climbing ropes			
Stall bars			
Vaulting booms			
Horizontal bars			
Flying rings			
3. Games and Relays	15	5	5
Games			
Chain Dodge Ball			

¹Voltmer and Esslinger, op. cit., pp. 100-101.

Chain Tag
 Nose and Toe Tag
 Poison
 Stool Ball
 Third Man
 Roley Poley
 Odd Man's Leap
 Catch and Pull Tug of War
 Whip Tag
 Dead Ball
 Forcing the City Gates
 Maze Tag
 Master of the Ring
 Pig in the Hole
 Poison Snake
 Rider Ball

Relays

Ball Passing Relay
 Dozen Ways of Getting There
 Bend and Stretch Relay
 Line Zigzag III
 Hold Hop Relay
 Zigzag Overhead Toss
 Circle Zigzag Relay
 Goal-Throwing Relay
 Hoop-Rolling Relay
 Jack Rabbit Relay
 Human Hurdle Relay
 Run and Pass Relay
 Leap-Frog Race
 Circle Relay

4. Formal Activities	5	5	5
Marching			
Calisthenics			
Apparatus work			
5. More Highly Organized Sports	25	30	30
Football			
Volleyball			
Fieldball			
Touch Football			
Soccer and Speedball			
Track and Field			
Baseball			
Softball			

	Basketball			
	Boxing and Wrestling			
	Tennis			
	Field Hockey			
	Six-player Field Hockey			
6.	Recreational Sports	15	20	20
	Badminton			
	Bowling			
	Box Hockey			
	Clock Golf			
	Darts			
	Deck Tennis			
	Handball			
	Horseshoes			
	Loop Tennis			
	Paddle Tennis			
	Shuffleboard			
	Table Tennis			
	Tether-ball			
	Archery			
	Swimming			
	Tennis			
7.	Rhythms and Dancing	5	5	5
	Social Dancing			
	Modern Dancing			
8.	Tumbling and Stunts	10	10	10
	Beginning			
	Intermediate			
	Advanced			
9.	Winter Sports	10	10	10
	Fox and Geese			
	Hare and Hound			
	Obstacle Races			
	Snow Dodge Ball			
	Snow Duck on a Rock			
	Snow Bombardment			
	Snowball Tartlet Throwing			
	Advanced Snow Modeling			
	Skating Obstacle			
	Skate Shuttle Relay			
	One Skate Relay			
	Three-Legged Skate Relay			
	Modified Ice Hockey			

Skiing
Ski Racing
Coasting Relays¹

Physical education programs vary to a great extent in some aspects, but are quite similar in others. For example, in the sample programs listed in the preceding pages, the major emphasis in program content was on team games or group activities. Yet, Voltmer and Esslinger's program, as well as Irwin's, provided for individual activities along with the group activities.

By studying various physical education programs, the writer concluded that there were definite trends in the modern physical education program. First, recreational skills, which will be used in later life, are becoming more prominent in the good physical education program. Much of this is due to the increased amount of leisure time. Second, apparatus work and weight training are more prominent now than in the past. Third, physical fitness has always been important, but added emphasis is being placed on these activities. The articles written about the disintegration of our society have affected the planning of the physical education programs. Last, there is a trend away from the interscholastic sports for the junior high school. A well rounded intramural program is taking its place.

¹Leslie W. Irwin, The Curriculum in Health and Physical Education (Saint Louis: The C. V. Mosby Company, 1951), pp. 130-148.

No set standard of physical education programs can be established. Communities vary in their facilities as well as individual needs and interests, making it impossible to use a set program. By using the activities which best fit his junior high school, the writer has developed a program in the following chapter to meet as nearly as possible the criteria developed in this chapter.

CHAPTER III

THE PROPOSED PLAN OF PHYSICAL EDUCATION FOR THE INDIANOLA JUNIOR HIGH SCHOOL

In the previous chapter, a study of the present physical education program was made. In this chapter, the writer set up the proposed plan of physical education for the Indianola Junior High School. This was done after considering the evaluation, the facilities, and the needs of the school. Included in the proposed program are the following topics: general information, including time allotment and size of class, insurance, uniforms and towels, excuses and absences, and grades and credit; a service program; an intramural program; a health program; and an interscholastic program. The writer intends to use this proposed program as a basis for his own physical education program in the Indianola Junior High School.

I. GENERAL PROGRAM INFORMATION

Time allotment and class size. The educational laws of the State of Iowa require that physical education be taught for fifty minutes each week in our schools. This is a minimum and not adequate for a sound physical education program. Irwin states that pupils in each grade of the junior high school should have a one hour class period daily for physical education in addition to afterschool intramurals and

other periods.¹ For the writer's physical education program, this is not practical. With the gymnasium available only three hours a day, it would be necessary to place eighty students in each class. Not only would this crowd the facilities, but little learning would take place in a class of that size. A better solution would be an activity program of three one-hour periods per week. On the days when students do not have physical classes, they could participate in the intramural program if they so desired. In this manner, an appropriate class size would be established. Generally, a class of from thirty to forty pupils is not too large to provide an excellent teaching situation.²

Insurance and physical examinations. All boys participating in the physical education program shall purchase the school insurance or bring a note from home stating adequate coverage in the family policy for any accidents which might occur.

A physical examination shall be required upon the entrance into the seventh grade. Any new student entering the seventh, eighth, or ninth grade will be required to take a physical examination before

¹Leslie W. Irwin, The Curriculum in Health and Physical Education (Saint Louis: The C. V. Mosby Company, 1951), p. 148.

²Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Incorporated, 1949), p. 125.

they can participate in any strenuous activity, if they have had no previous examination.

Uniform requirements. Navy blue shorts and white T-shirt, properly stamped, will be required of every boy. The uniform must be washed at least once every week.

Towel service and locker room facilities. The school furnishes towels and a basket for the activity clothes. An individual locker, in the main locker room, will be provided for the street clothes during the activity period.

Excuses, absence, and tardiness. Section 4264 of the Iowa physical education law states the following:

The conduct and attainment of the pupils in such course shall be marked as in other subjects and it shall form part of the requirement for graduation or promotion of every pupil in attendance, but no pupil shall be required to take such instruction whose parents or guardian shall file written statement with the school principal or teacher that such course conflicts with his religious belief.¹

Physical defects present a problem in most schools, since the average program is not broad enough to provide these students with adequate activities. Every student should be included in some activity.

¹Jessie M. Parker, Iowa Plan of Physical Education for Use in Elementary Schools (Des Moines: Department of Public Instruction, 1947), p. 7.

After a discussion with the physician, activities should be established to compensate for this disability.

Absences should be dealt with in physical education as in other academic classes. Make-up work should be provided for excused absences. Frequent unexcused absences should result in the failing of physical education.

A student who is tardy will be required to obtain written permission from the principal to enter the classroom.

Grades and credits. Grades in physical education should be given according to the following factors: pupil attendance, punctuality, effort, costume, achievement, and general attitude. Grading in physical education will follow the same pattern that the school has established for other subjects. An A grade would denote excellent work; a B grade would denote good work; a C grade would be average; a D grade would mean that the work is below average; F would denote that the student is failing; and an I would mean that the student has not completed the required work, but after so doing will receive the proper grade. This type of grading is necessary if physical education is to be considered as important as any other subject.

II. THE PROPOSED PROGRAM

The physical education program has been established to provide

a wide variety of activities. A proper balance between team sports, individual and dual sports, and conditioning activities has been maintained to provide numerous educational experiences. It is not possible to offer all activities mentioned in this project, but every attempt should be made to introduce them into the program as the opportunities arise.

Service program.

First Nine Weeks

Number of Weeks	<u>Grade VII</u>	<u>Grade VIII</u>	<u>Grade IX</u>
3	Swimming	Swimming	Swimming
4	Soccer	Flag Football	Flag Football
2	Personal Fitness Tests	Personal Fitness Tests	Personal Fitness Tests

Second Nine Weeks

Number of Weeks	<u>Grade VII</u>	<u>Grade VIII</u>	<u>Grade IX</u>
4	Basketball	Basketball	Basketball
3	Games and Relays	Wrestling	Wrestling
2	Apparatus	Apparatus	Apparatus

Third Nine Weeks

Number of Weeks	<u>Grade VII</u>	<u>Grade VIII</u>	<u>Grade IX</u>
4	Volleyball	Volleyball	Volleyball
3	Rhythms square dancing social dancing	Rhythms square dancing social dancing	Rhythms square dancing social dancing
2	Tumbling	Tumbling	Tumbling

Number of Weeks	Fourth Nine Weeks		
	<u>Grade VII</u>	<u>Grade VIII</u>	<u>Grade IX</u>
2	Personal Fitness Tests	Personal Fitness Tests	Personal Fitness Tests
3	Games and Relays	Softball	Softball
4	Track and Field	Track and Field	Track and Field

This proposed service program contains several new activities in addition to some of the activities of the present program. The completion of a municipal swimming pool has made possible swimming as a fall activity. Touch football has been replaced by flag football to reduce the possibility of injury. Cross country has been eliminated from the program. Junior high school boys are not developed enough for strenuous, long distant running.

Due to increased emphasis on physical fitness, wrestling and apparatus work have been added to the winter activities of the service program. Rhythm activities have been added to help develop coordination and socialization.

Personal fitness tests have been added to the spring activities in order to check development and improvement from the beginning of the year.

The program is built around the more highly organized team sports and activities in which large numbers can participate during a class period. The five main areas can best be defined as team sports,

individual sports, gymnastics, rhythms, and games and relays. Each area has been given a specific amount of time at different intervals during the year. Following is a percentage table of these activities.

	<u>Per Cent in Grade Levels</u>		
	<u>7</u>	<u>8</u>	<u>9</u>
Team Sports	34%	43%	43%
Individual Sports	31%	39%	39%
Gymnastics and Apparatus	10%	10%	10%
Rhythms	8%	8%	8%
Games and Relays	17%		

The percentage of activities in each grade is somewhat misleading. No time for games and relays has been allotted in grades eight and nine. However, games and relays will be provided for in the lead up games and relays held preliminary to the team and individual sports. This would reduce the percentage of time spent on the team and individual sports and increase the time of the games and relays. Calisthenics are also given with every activity period. Thus, the percentage of time for rhythms would increase, since calisthenics would be included in that area.

In viewing this program with these explanations in mind, the percentages of time as well as the activities would closely parallel those offered by Voltmer and Esslinger as listed on pages 35-36, and Irwin's program listed on pages 37-40 of this project.

Intramural program. Since physical education in the junior high

school should be an orientation period, many opportunities for games and sports for students with average athletic ability should be provided. The organization of the intramural program should be flexible and informal enough to allow experimentation with the various positions and sports to all individuals.

The activities provided in the intramural program should be an outgrowth of the regular service program. Fundamentals learned in the class period should be employed in the extra class activities. The following are general guiding policies for setting up the intramural program, as listed in The Iowa Program of Physical Education for

Boys:

1. The program must be kept on a voluntary basis.
2. Activities must be wholesome, healthful, and socially sound.
3. Provision must be made to include all students.
4. Physical examinations should be given each student, and his limitations indicated thereby. The program must provide appropriate activities for the handicapped.
5. Success is an essential experience for every youth. Procedures for classifying teams and players, or for equalizing the abilities of groups must be used so that this objective may be effected.
6. Trained adult supervision is an essential in this program as the coach is in the interscholastic program. Guidance determines the direction of the development. Adult guidance, therefore, is essential.
7. Students should conduct this program themselves under faculty guidance. The educational possibilities of this program are enhanced by this feature. The experience of leading teams, deciding policies, and officiating are experiences not often available in the interscholastic program.
8. This should be kept a play program. Teaching in techniques should be conducted in the required classes. Teams may themselves arrange for coaching and practice.

9. The program should, when possible, be financed by the educational funds. It should not be dependent upon the gate receipts of the interscholastic program for its existence.
10. The program of activities should be sufficiently diversified to include activities of interest to every student. Types of games varying from strenuously active to non-active should be provided on both the team and individual basis.
11. Facilities must be provided. Where conflicts in after-school use of facilities arise, the responsibility of an equitable time allotment of such facilities to the various phases of the students' extra-curricular program rests with the administration.
12. Rewards must be planned for their help in stimulating interest recognizing achievement, and motivating continued activity.¹

The following are the activities in the proposed intramural program:

	Grade <u>7</u>	Grade <u>8</u>	Grade <u>9</u>
Autumn	Swimming Soccer	Swimming Touch Football	Swimming Touch Football
Winter	Basketball Volleyball Recreational Games	Basketball Volleyball Wrestling	Basketball Volleyball Wrestling
Spring	Track and Field Recreational Games	Track and Field Softball	Track and Field Softball
Summer	Tennis Baseball	Tennis Baseball	Tennis Baseball

In addition to the regularly planned activities, opportunities for various games such as ping pong, checkers, and shuffleboard should be provided for free time activity.

¹State Department of Public Instruction, The Iowa Program of Physical Education for Boys (Des Moines: The State of Iowa, 1945), pp. 25-26.

The proposed intramural program includes many activities in addition to basketball and baseball, the only activities of the present intramural program. An intramural program consisting of activities planned for the entire year would give boys who are not active in interscholastic athletics an opportunity to participate in a program and thus use their leisure time wisely.

Interscholastic program.

With the beginning of the movement to place in the junior high school the seventh, eighth, and ninth grades, interscholastic athletics crept in largely because satisfactory intramural programs were not immediately established and because the ninth grade boys, who were ordinarily in the senior high school and eligible for athletics, were deprived of opportunity to participate in interscholastic athletics by being placed in the junior high school. Because of the slow development of intramural athletics, the interscholastic sports were the only source through which the competitive interests and desires of the boys could be satisfied. The usual recommendation is that boys and girls of junior high school age should not participate in interscholastic athletics.¹

This statement represents the idea which was prevalent in the early 1950's. With the increased pressure for physical fitness and a highly competitive society, the philosophy of junior high school athletics is gradually changing.

Everyone realizes the need for a strong and varied intramural program. However, for the smaller group, which would not be satisfied

¹Irwin, op. cit., p. 129.

with playing intramural, a more competitive form of activity is necessary.

According to a 1958 report in the bulletin of The National Association of Secondary School Principals, 85 per cent of the junior high schools had interscholastic programs and 78 per cent of the principals of those schools favored such a program.¹

The National Conference on Youth Fitness of Secondary School Youth (1958) had this to say: "Except for boxing, interscholastic sports in grades seven through nine, when properly organized, can make a significant contribution to youth fitness."²

Another point of importance was stressed by the secretary of the New York State Public High School Athletic Association, John Archer. He said:

We were alarmed moreover that outside agencies were infringing upon the control of athletic activities for boys in grades seven, eight, and nine. Whereas since competition for boys in junior high school grades is growing, it is agreed that it should be controlled by the schools.³

The Athletic Association of Iowa has passed certain measures controlling junior high athletics. In accordance with these laws, the

¹M. M. Arms, "Competition for Junior High Schools," Athletic Journal, XLI (December, 1960), 2.

²Ibid.

³M. M. Arms, "Competition for Children -- Theory Versus Practice," Athletic Journal, XXXIX (January, 1959), 32.

writer has developed the following practical program of interscholastic sports for the Indianola Junior High School:

	Grade <u>7</u>	Grade <u>8</u>	Grade <u>9</u>
Fall			
Football		4 games	4 games
Winter			
Basketball	8 games	8 games	8 games
Spring			
Track and Field	2 meets	4 meets	4 meets

The football squad is divided into lightweights and heavyweights for the eighth grade. There are four lightweight games for those 110 pounds and under and four games for those over 110 pounds. These lightweight contests will be played preliminary to the heavyweight games.

Because the ninth grade has been a part of the high school, an athletic schedule was set up for the combined ninth and tenth grades each year. Since the ninth grade will now be a part of the junior high school, the writer has provided a separate schedule for the ninth grade. This was the only change made from the present interscholastic program

Health program.

Health is considered that condition, mental and physical, in which the individual is functionally well adjusted internally as concerns all body parts and externally as concerns his environment.¹

¹Voltmer and Esslinger, op. cit., p. 135.

It is extremely important that health education be included in the physical education program of every junior high school. Today, because the school is responsible for the whole child, the health and physical welfare of the school child is a primary objective of modern education. A complete health program helps the student to see the importance of good health habits and to apply them to everyday living.

Three distinct spheres are recognized in the health education program in the public schools:

Health service: The purposes of health service in the school are (1) to determine the health status of pupils and to inform the children and their parents of this status; (2) to follow up and secure the correction of remedial defects; (3) to control the spread of communicable diseases; (4) to aid teachers to recognize the signs of optimal health in the child and to observe any deviations from this optimum; (5) to render emergency treatment in cases of injury or sudden illness; (6) to determine pupil capacity for physical activity; and (7) to supervise the health conditions throughout the school.

Healthful school living: The following phases of health education are usually considered in the sphere of healthful school living: (1) supervision and maintenance of the school plant and facilities; (2) sanitary food and water supply; (3) adequate and well-regulated heating, lighting, and ventilation; (4) fire protection; (5) the arrangement of the general school program and of individual pupil schedules including sufficient periods during the school day for rest, assignment (when necessary) to special classes, modified programs of study and of homework, and adapted programs of activity; and (6) school feedings and the school lunchroom.

Health instruction: This includes all phases of the teaching program, both incidental and directed.¹

¹Irwin, *op. cit.*, pp. 231-232.

The above recommendations will be included in the health program of the Indianola Junior High School. Health classes will be taught only in the seventh grade. They will be held on alternate days with the regular physical education classes.

This health program is completely new, as health education has been taught only incidentally in the present program of physical education.

Summary of proposed plan. A sound physical education program must carry out not only the aims, objectives, and principles of physical education, but also the principles of general education.

The proposed program, with its four parts, meets the principles of health through physical activity and health instruction; boys develop physical skills through the process of learning; working together in a group prepares them more adequately for group living in the home; physical fitness prepares them for their future vocation. Boys must meet certain requirements of citizenship before participating in the intramural and interscholastic programs. These programs play a very important role in helping boys to make worthy use of their leisure time. Throughout the program, emphasis will be placed on the development of such desirable character traits as honesty, fair play, adherence to rules and regulations, and good sportsmanship.

The specific principles of physical education are divided into

three parts: physiological, psychological, and sociological. The developmental activities provided in the proposed program provide opportunity for a wide range of movements involving the large muscle groups in order to develop co-ordination and body control. A wide variety of activities has been selected to provide for physical as well as psychological differences in individuals. Many of the activities were selected not only for their value in developing the physical but also for carry over value of use of leisure time.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to provide a proposed plan of physical education for the Indianola Junior High School. Two studies were made before planning this program. First, the writer studied the present program and considered the facilities available, the steadily increasing enrollment of the schools, and the needs of the students involved.

Second, the writer determined what constitutes a good physical education program according to authorities. These findings were then used as a basis for determining a sound physical education program for his particular situation. Thus, the activities are designed to provide the best possible program of physical education adaptable to the Indianola Junior High School.

This is merely a framework within which a program may operate with modifications. Changes in state regulations and local school policy, new facilities, an increase or decrease in enrollment could all necessitate a change in the physical education program.

Four phases are included in the proposed program. They are the service, the intramural, the interscholastic, and the health programs. Each of these is an integral part of the whole physical educa-

tion program and plays an important role as part of it. Without
quate activities in each of these phases, a sound program is not

The value of a good physical education program is far r
Constant effort must be made to make possible a program whic
give every student the opportunity of achieving all the possible
from physical education.

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